

ПЕДАГОГИЧЕСКИЕ НАУКИ

Akhmedov Golib Gulomovich

*Senior Lecturer, Department of Uzbek Language and Literature,
Namangan Institute of Engineering and Technology*

Makulov Shukhrat Zokirovich

*Namangan Engineering and Construction Institute,
Head of the Department of Physical Culture and Sports*

ASPECTS OF DEVELOPING PROFESSIONAL PEDAGOGICAL SKILLS OF FUTURE SPORTS SPECIALISTS

Abstract. This article focuses on the professional development of pedagogical staff - a subject or course, pedagogical or information technology and interactive teaching methods that provide continuous growth of professional and pedagogical skills on the basis of state educational standards, conduct the educational process at a high scientific and methodological level. It was emphasized that professional knowledge, skills and abilities need to be updated on a regular basis.

Keywords: physical education, sports, teaching staff, professional development, professional skills, vocational training, interactive teaching methods, qualifications, skills, professional knowledge.

Today, physical culture and sports, like all areas of development of our country, are developing within the priorities of state policy. Adoption of the Law "On Physical Culture and Sports", the Resolutions "On measures to further develop physical culture and sports in Uzbekistan", "On further strengthening of mass sports activities" and other conceptual documents in this area and their gradual implementation, the Constitution of Uzbekistan "On Education" and the Law "On the National Program of Personnel Training" emphasize the importance of physical culture and sports. The fact that in recent years Uzbek sports have been glorifying our country in the eyes of the world community with its high results, thousands of sports complexes meeting international standards are being built, and the most prestigious international competitions are being held in different regions of our country is a practical product of these documents. But not to miss the high results, the training of qualified, competitive athletes is directly related to the cultivation of young talented reserves.

The Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 № 2909 "On measures to further develop the system of higher education" devoted to the problem of training highly qualified, creative, highly intellectual personnel with the ability to create innovations in various fields, mastering advanced modern experience. According to the resolution, the goal is to radically improve the system of higher education, radically reconsider the meaning of training in accordance with the priorities of socio-economic development of the country, to create the necessary conditions for training highly qualified specialists at international standards. The resolution emphasizes that the work on improving the skills of teachers and researchers through the widespread introduction of international best practices in the educational process, the establishment of close cooperation with leading foreign scientific and educational institutions, is not carried out at the required level.

At present, high demands are placed on highly qualified physical education specialists, given that "a harmoniously developed generation is the foundation of a great future". Therefore, physical education specialists are required to be highly qualified in their field, to have a multifaceted educational process, to be scientifically sound, to be ready for high-level sports competitions.

The ongoing social and economic changes in the country, reforms in the system of continuing education, the implementation of the "National Training Program", the Law on Education and the Resolution "On the further improvement of the system of professional development of pedagogical staff" state professional development of pedagogical staff, professional knowledge on the subject or course, pedagogical or information technologies and interactive methods of teaching, which provides and constantly develops professional and pedagogical skills on the basis of state educational standards, conducts the educational process at a high scientific and methodological level, skills and competencies should be updated on a regular basis". This encourages professionals to be educated, and have a deep understanding of the problem of constantly improving the personal level of their professional skills. The above-mentioned ideas create the need to choose the optimal path of personal development for many, including personnel in the field of physical education and sports.

It requires a completely new approach to the organization and implementation of the process of professional development of professionals in all fields. The National Training Program also pays close attention to this issue. Including: the formation of a competitive environment in the field of professional development and retraining of personnel in this area and the creation of a regulatory framework that ensures effective operation.

At present, the problem of professional development of specialists in the theory and practice of

physical education is one of the main problems of professional development.

The goals and objectives of the publication of this article are mainly the program of professional pedagogical training and the educational process, the organization of scientific and theoretical work, sports, mainly the content of professional tests to determine the level of professional training of physical education teachers and their theoretical knowledge and professional skills, experience in the study of the level of skills, the norms of the evaluation criteria, the content of the requirements on the example of the professional training of a physical education teacher in a general education school. The so-called "model" of a specialist, called "professional skill", "the master of his profession", includes the content of the professional activity and personal qualities of the specialist, scientifically based standards and requirements for determining his level. They allow to successfully perform professional duties. These obligations have two meaningful aspects that are close to each other in meaning.

The first is the sum of the qualities a person acquires during his professional activity, i.e., the aspect of professional skill at the normative level.

The second is the so-called inner world of the professional person. Such a set of professional qualities in a person has become an integral part of his personal content. The above-mentioned aspects require a unique approach to determining the level of professional training of the owner - the assessment.

The practical significance of the work is that the increase in professional skills, in the early stages of development of the physical education specialist, usually the level of movement skills and abilities in the field of sports - the degree of mastery of one sport technique, not only his specialty, but other sports included in school physical education. It is expedient to consider the assessment of the student as a key aspect of his professional skills.

The teacher must have his own reputation. The student should be in a friendly, conversational manner, not as a dictator. Often children forget their responsibilities. This is especially the case during adolescence, when children become selfish and moody. During this period, the teacher must be able to find a way to the child's heart, to evaluate his behavior correctly and to give him a positive assessment.

The teacher's complacency, kindness, and humanity lead the student in some cases to think the teacher is empty. That is why a teacher should always be demanding.

In the early stages of the development of professional skills, the physical education specialist is usually influenced by internal, reflexively invaluable incentives, desires for movement activity in the field of sports. The choice of a narrow range of professional activities is a purely reflexive phenomenon, i.e. in sports, which is the most attractive form of self-expression, not only to understand the need for personal improvement, but also to master the skills of teaching their students. In other words, professional activity in the field of physical education has a reflexive, conscious instruction on its own personal basis.

Based on the theory of the proactive approach, we have clarified the basic rules of the systematic approach to the development of professional skills of physical education and sports professionals in the field of management.

The meaning of professional knowledge is close to real professional skills. Knowledge can be social, personal, individual, professional knowledge, depending on the meaning. In the comments of A.K.Markova, professional activity and professional communication are the most important elements in special professional knowledge.

The professional activity of an employee in the field of physical education management consists of professional skills and professional consciousness arising from a narrow range of specializations in the field of physical education. They allow to achieve a positive result at the expense of optimal level of psycho-emotional and physiological expenditure.

Professional communication of a physical education specialist is a communicative component of knowledge, which includes mastering the rules of business communication specific to the chosen type of professional activity, for example, for a coach of martial arts - knowledge of special terms, sometimes equivalent in Russian, Uzbek, business relations to be able to establish and cooperate, to arouse interest in their work while ensuring competition in the labor market. The coach should actively engage the students. At the same time, students are kind to the coach. The teacher's behavior, his coldness, his rudeness have a negative effect on the student. By the end of the student's childhood, the coach and the student understand each other well. Students can also give a good assessment of the teacher as a person.

Personal professional knowledge is a freely expressed professional motivation, positive professional "I" (independence in solving professional problems), spiritual connection with the profession (professional duty, acquisition of professional moral values). Personal knowledge is complemented by individual knowledge, that is, the character of the individual changes and takes on a new form through the morphofunctional status of his passion, habits.

In the duties and activities of a physical education teacher, he is a multidisciplinary specialist, educating the younger generation to be physically healthy, mature, physically fit in high school, lyceums and universities, the armed forces, along with physical education and sports, prepares for life and teaches military training. During the lessons, children develop physical qualities, along with functional development, cultivate the qualities of patriotism, courtesy, interdependence, diligence, discipline.

The work of a physical education teacher in physical education and sports consists of 2 independent parts - pedagogical and managerial. Activities include: planning, organizing, conducting classes, checking reports and physical fitness, pedagogical, educational, sports and health work, student recruitment and selection, refereeing in sports competitions, organizational work, lectures, financial work improve their skills and so on.

Proof of a high level of professional knowledge of a physical education specialist determines the content of the field as a complex functional basis. It not only expands in the communication process, but also becomes more meaningful in its professional direction. Sufficient formal action can be used to improve students' professional skills (e.g., the study of instructional materials does not require a personal approach to the student). However, the pedagogical process aimed at improving professional skills implies a very informal movement (i.e., such a method of interaction in the subject-object system, in which its controlled element does not tend to formalize).

Every human activity is defined and performed by its specific aspect. The diversity of the lessons, the changes in the conditions under which they are taught, have no effect on the teacher who conducts them. The contribution of physical education classes is not the same: the greater the range of movement activities of students in the hall, stadium, outdoors, the more difficult to control them, and the more directly the practitioner, the influence of the coach on students.

It should be noted that the requirement for a teacher is his / her main voice in management and communication (giving orders, calling for discipline, explaining, etc.).

Another special aspect is affected to a certain extent: it is characterized by the activity of the teacher, the teaching activity of the teachers, the great motor activity of the students. Physical education classes are compulsory for students in educational institutions according to the curriculum. The subject "Physical Education" includes a variety of physical and sports exercises, sports.

Therefore, the teacher must not only be prepared for the "technique" of the program, but always keep his technical and physical level high.

A physical education teacher should have many qualities: high performance; be able to ignore emotion providers and concentrate; always be active; be able to quickly renew high general and emotional tone, strength during the working day; to be distinguished by a clear interpretation of the idea; equality in the dynamics of emotions, maintaining a high tempo in the performance of work; to try quickly to solve a problem without the exercise of writing muscle spasms; be able to quickly resolve the transition from one type of activity to another; have the ability to conduct training without prior preparation, to quickly adapt to new conditions.

The work of a physical education specialist is determined by physical education and often the environment that surrounds him or her. The most important are social environment, physical education and sports factors.

1. Social environment: The main directions and ways of developing professional skills after higher education are determined by the rapidly changing social environment. The transition to a market economy has changed not only economic demand, but also the relationship between the consumer of labor (employer) and the owner of labor. The requirements for professional knowledge in the system of management of educational activities and physical education are

growing. The low level of professional knowledge of the specialist poses a risk of job loss. However, even having a high level of professional skills cannot be a reliable guarantee for employment in a narrow range of professional activities. Especially if it is not needed by the social environment.

2. Therefore, the most important aspect of changing the content of postgraduate vocational education is the transition from a narrow range of professions to a wide range of interrelated specialties. Here, a professional with a physical education profession should be able to apply their knowledge and skills. The correctness of such a way of developing professional skills after higher education depends not only on objective socio-economic conditions, but also on individual factors.

The main factor of the social environment is characterized by the performance of a physical education specialist, the development of physical qualities and the achievement of high results in sports. That is:

- the social environment of the state and the public, the social process, which takes place in the society, oriented, based on the law, contributes to the development of society, the development of the concept of society;

- needs, interests, age characteristics of the population, traditions, place of residence, conditions, working conditions;

- socio-economic conditions of the region, getting acquainted with the activities of the specialist;

- the basis and direction of work, structure, social environment, staffing and professional activities, physical education team, high school, college;

- the number and composition of students, their interests, attitudes to the lessons, the social environment in groups.

2. The system of physical education as an activity of a physical education teacher: The main factors of the social environment of a physical education teacher:

- system definition, multifaceted physical training in hormonal physical training of the person;

- criteria program in the process of physical education;

- inclusion in the process of basic education in the process of physical education;

- organization of a specific process in the process of physical education;

- of course (for all students) participation in the process of physical education and compliance with the requirements of the criteria;

- the use of evaluation criteria in the implementation of the criteria in the process of physical education.

3. Natural environment: This includes the living conditions of the population and the weather conditions. Exercises include exercise, sports, training. All the success in the process of physical education depends on the effectiveness of physical education and sports training more on the physical education specialist, his professional training and interest in his work.

Targeted reorientation of professional development courses and faculties of physical culture

and sports specialists is carried out on the basis of a systematic approach. The main requirements for professional skills, which require a systematic approach, are the adaptation of knowledge and skills to the changing market conditions of the workforce to obtain useful results with adaptive properties. The professional activity of the subject and the affected objects (in the field of professional activity) varies significantly compared to the traditional (pre-market economy) educational process in professional development courses and faculties.

The final (adaptive) result of the current system of advanced training should not focus on the formation of a narrow range of professional knowledge and skills, but should include theoretical and methodological bases of professional skills that allow graduates to apply their knowledge in a new type of professional activity. In the system of course preparation, the main components of postgraduate vocational education are supplemented by the systematic acquisition of new professional knowledge in the context of a successful strategy, ie in the context of changing labor market conditions.

The personality of the educator, his image is of great importance to the students, the reputation of the teacher in the process of education and upbringing does not create difficulties for students to accurately perform physical education exercises. The reputation of a physical education teacher, a sports coach, depends on his respect for his profession, some of his qualities, as well as the ability to attract him, at the same time play a key role.

In order to achieve high results in physical education and sports within the characteristics of a specialist personality: diligence, perseverance, vocabulary, good understanding of the individual, accurate and positive assessment of the group, work on their own plan, friendly relations with students are important.

There are still serious shortcomings and mistakes in the creation of an updated system of professional training of specialists in the field of physical education. They are related to the organization of this work, as well as the training of personnel for work in public educational institutions (schools and universities) and public organizations of physical culture (volunteer societies and associations of physical training and improvement of youth and adults), also applies to the development of pedagogical conditions for the implementation of skills development tasks. The scientific research carried out by us aimed at developing the organizational and pedagogical conditions for the development of professional skills of physical culture and sports personnel is related to this. In order to improve the professional skills of a physical education teacher, a specialist must have the following qualities:

- methods of pedagogical skills;
- love his job and be satisfied with it;
- show a beautiful physique, the process of performing exercises;
- the inner world and appearance, arousing passion in students;

- typological aspects, mobility and calmness in stressful situations.

The pedagogical activity of a youth and children's sports coach has the same complex structure as the activity of a physical education teacher, but differs from other pedagogical professions.

- A high level of knowledge of the coach in the field of biological and psychological processes requires a great deal of physical and technical training from the coach during the period of active growth and development of the adolescent, especially having pedagogical skills as a result of many studies and practices:

- to be able to convey the curriculum in a way that is understandable to the student, a scientific approach to the work process;
- have pedagogical qualities, the ability to involve all students, the ability to work in a team;
- organization of a community of children and adolescents, acquaintance and interest in the life of students;
- conduct conversations in an interesting and understandable way, fluent in speech;
- observability, analysis of observations to draw the right conclusions, to be demanding of students and themselves;
- to connect the curriculum with modern life.

A physical education specialist is a self-growing personal greatness in the development of professional skills, the ability to lead, to choose the optimal options for relationships with staff, to resolve conflicts, to be calm in any situation.

In each task of the professional there is an individual-personal style of activity, and if the business qualities of the specialist can be conditionally included in the first group of important professional qualities, then the second group (more precisely in the second half) includes individual-personal qualities.

Requirements for the development of professional skills of physical culture and sports specialists:

At the first level - the ability to perform them in a system or combination in the example of reproductive (minimal) exercises, the ability to demonstrate the ability to convey their knowledge, regardless of theoretical and practical training.

The second level is adaptation (low). The coach conducts what he knows only in accordance with the qualifications and understanding of the individual aspects of his students.

At the third level - the local model (secondary), the ability not only to convey their knowledge, the ability to adapt to the aspects of young athletes, but also to the design (modeling) knowledge system and physical training in individual disciplines, knowledge and skills in the physical, technical, tactical direction.

At the fourth level - knowledge modeled in the system (high). The coach's ability to model the activities of young athletes in the system because it adapts the knowledge and skills they have acquired from the sport of their choice to the knowledge system.

At the fifth level - structurally modeled activity and behavior (very high). The coach knows how to model a sports training system that shapes the athlete as an individual, taking into account not only the

physical but also the mental and intellectual aspects. This leads to a high level of mental alertness and humanity, high sports results.

The conceptual model of professional development of a specialist in the field of physical education and sports management includes program-targeted, motivational-motivational diagnostics and pre-determination components. On their basis, semantic and therapeutic-functional components are formed, which are the semantic structural element of the conceptual model.

A coach's knowledge and personal qualities will improve in practice if he is able to observe, analyze, and draw the right conclusions. For this process to be effective, it must master the teaching methods of a particular system.

The methodology of individualization of professional development of physical education specialists mainly included components highlighted by students as leaders, as well as individual-personal psychophysiological qualities (reactivity, psycho-emotional stability, creative activity).

Among the high needs that determine the level of professionalism and its development is the need for communication on the job. Communication is part of the communicative actions and participates in them as an effective means of realizing the individual qualities of the employee in the field of physical culture and sports management.

It is clear from the sources cited that the greater the breadth of action and professional commitment of a physical education teacher, the more creatively he or she will be systematically prepared for higher physical education knowledge. Thus, in addition, the scope of professional responsibility of a physical education teacher in schools and universities is no less, where the teacher performs pedagogical duties in the same framework.

Based on the above information, it can be concluded that the teacher's complacency, kindness, and humanity lead the student in some cases to think that the teacher is empty. That is why a teacher should always be demanding.

In the early stages of the development of professional skills, the physical education specialist is usually influenced by internal, reflexively invaluable incentives, desires for movement activity in the field of sports. The choice of a narrow range of professional activities is a purely reflexive phenomenon, i.e. in sports, which is the most attractive form of self-expression, not only to understand the need for personal improvement, but also to master the skills of teaching their students. In other words, professional activity in the field of physical education has a reflexive, conscious instruction on its own personal basis.

Professional communication of a physical education specialist is a communicative component of knowledge, which includes mastering the rules of

business communication specific to the chosen type of professional activity, for example, for a coach of martial arts - knowledge of special terms, sometimes equivalent in Russian, Uzbek, business relations to be able to establish and cooperate, to arouse interest in their work while ensuring competition in the labor market. The coach should actively engage the students. At the same time, students are kind to the coach. The teacher's behavior, his coldness, rudeness have a negative effect on the student. By the end of the student's childhood, the coach and the student understand each other well. Students can also give a good assessment of the teacher as a person.

The incentive motivational component of the model of professional development was intended to develop students' cognitive activity, the development of successful attempts to acquire professional skills. The therapeutic activity block provided for the continuous improvement of professional knowledge in the field of education, the development of innovative methods and forms of activity in the field of physical culture and sports.

REFERENCES:

1. Resolution of the President of Uzbekistan Sh.M.Mirziyoev dated April 20, 2017 № 2909 "On measures to further develop the system of higher education."
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 28, 2012 № 365 "On measures to improve the system of postgraduate education and certification of highly qualified scientific and scientific-pedagogical personnel".
3. Bezugla L.I. The formation of spiritual and moral qualities of future teachers // Pedagogy, psychology and biomedical problems of physical education and sport. - Kharkov: HDDM. - 2005. - №. 10. - P 3-6.
4. Karimov I.A. The need for a period of innovative thinking and performance. Volume 2 T., "Uzbekistan" - 1996.
5. Law of the Republic of Uzbekistan "On Physical Culture and Sports". Tashkent. 2002, 25 p. 6.
6. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 16.02.2006 № 25 "On further improvement of the system of retraining and advanced training of teachers".
7. Aminov N.A., Averina I.S., Arshavin L.I. Express diagnostics of professional suitability for teaching activities. - Chelyabinsk: ChSPI, 1990. -P-108.
8. Achilov A.M., Akramov.J.A. Formation of a system for the development of children's sports in rural areas. // Fan sporga.-T., 2007.-№3 -P. 3-7.
9. www.sport.uz
10. www.ziyonet.uz
11. www.edu.uz
12. www.evrocnpopt.ru